LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA VOCATIONAL TECHNICAL EDUCATION

This is the first edition of the Local Program Assessment Guide
and may be subject to future revisions.

LOCAL PROGRAM ASSESSMENT GUIDE FOR
ARIZONA VOCATIONAL TECHNICAL EDUCATION

PERFORMANCE PILLARS

LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA VOCATIONAL TECHNICAL EDUCATION
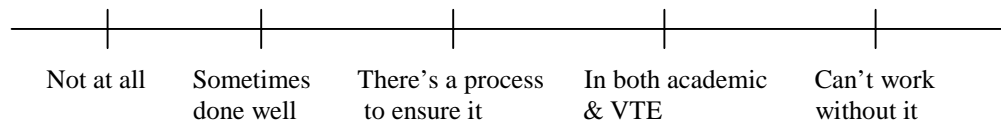
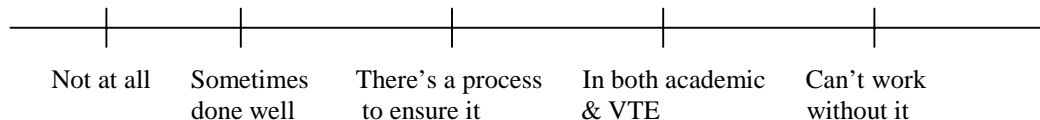| Program Assessment, Information and Analysis	Item 1. Effective selection and use of data to support program goals

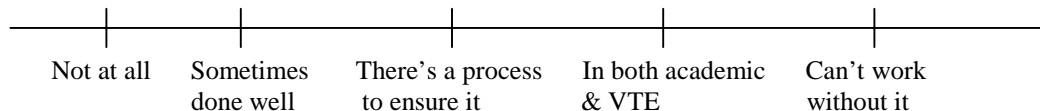| *Guiding Questions*	*Comments*

1. To what extent do we analyze data (ie needs assessment, performance measures, employer survey, student survey) to extract information we can use to improve?
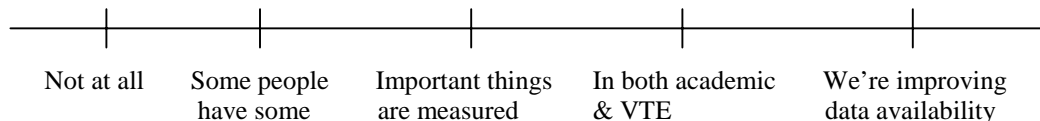
    |———|———|———|———|———|
    Not at all   Sometimes   There's a process   In both academic   Can't work
                  done well   to ensure it   & VTE   without it

2. To what extent do we analyze cost data (ie ratio of cost per outcome) to determine if this program is of sufficient size and scope?

    |———|———|———|———|———|
    Not at all   Sometimes   There's a process   In both academic   Can't work
                  done well   to ensure it   & VTE   without it

3. To what extent do we analyze our processes and capacity for quick and effective data analysis?

    |———|———|———|———|———|
    Not at all   Sometimes   There's a process   In both academic   Can't work
                  done well   to ensure it   & VTE   without it

4. To what extent is data collected about a wide enough range of indicators so that everyone has information they need to improve?

    |———|———|———|———|———|
    Not at all   Some people   Important things   In both academic   We're improving
                  have some   are measured   & VTE   data availability


1

Program Assessment, Information and Analysis	Item 2. Using student assessment and program evaluation data to continuously improve curriculum, and instruction

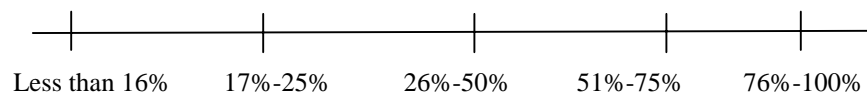*Guiding Questions*   *Comments*

1. To what extent has the evaluation team been trained to review and use the information on the performance of students and graduates?
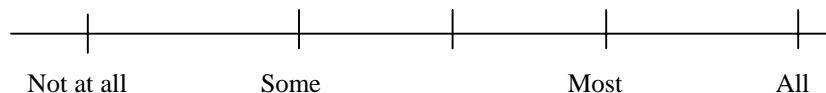
Not at all   Some what   To a great extent   Completely
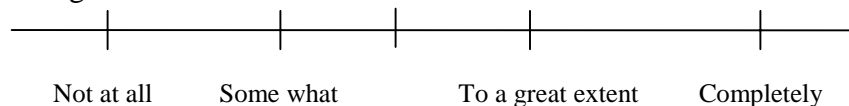
2. To what extent is the number of program completers increasing?

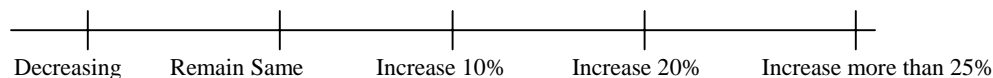Less than 16%   17%-25%   26%-50%   51%-75%   76%-100%

Optional:

3. To what extent are program graduates surveyed to determine their satisfaction with the program?
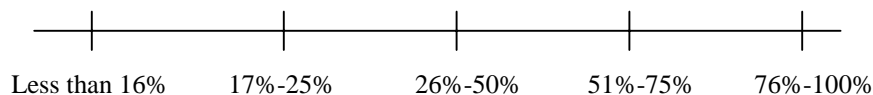
Not at all   Some   Most   All

GUIDING QUESTIONS TO BE APPLIED END OF 2001 SCHOOL YEAR

1. To what extent is the number of program concentrators increasing?

Decreasing   Remain Same   Increase 10%   Increase 20%   Increase more than 25%

2. To what extent is the proportion of your concentrators from your vocational enrollment increasing?

Less than 16%   17%-25%   26%-50%   51%-75%   76%-100%

3. To what extent is the proportion of concentrators who are completing the VTE program increasing?

Less than 16%   17%-25%   26%-50%   51%-75%   76%-100%

LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA VOCATIONAL TECHNICAL EDUCATION

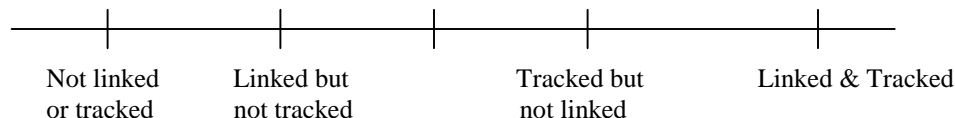| Program Assessment, Information and Analysis	Item 3. Program uses a variety of program assessment strategies

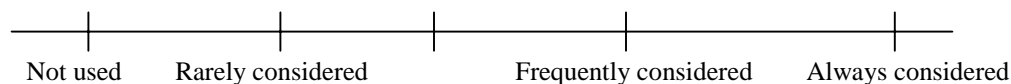*Guiding Questions*   *Comments*
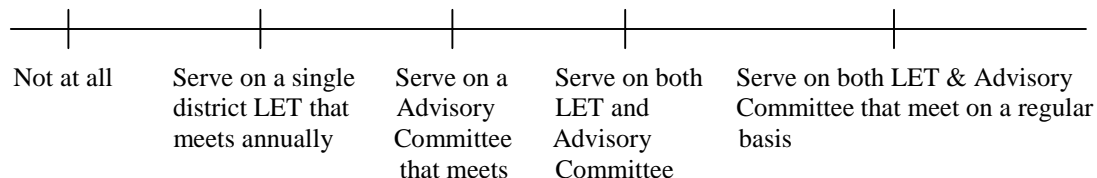
1. To what extent are program assessments explicitly linked to State Academic and vocational standards, with student mastery of these standards tracked?

```
    |           |           |           |                 |
Not linked    Linked but          Tracked but      Linked & Tracked
or tracked    not tracked         not linked
```

2. To what extent are the results from these academic and vocational assessments used to change instructional practices, course content/approach, or organization priorities?

```
    |           |           |                 |           |
Not used    Rarely considered       Frequently considered    Always considered
```

3. To what extent are parents, businesspersons, community members/alumni, and students involved in the program assessment process?

```
    |           |           |           |                 |
Not at all   Serve on a single   Serve on a    Serve on both   Serve on both LET & Advisory
             district LET that   Advisory      LET and         Committee that meet on a regular
             meets annually      Committee     Advisory        basis
                                 that meets    Committee
```

LOCAL PROGRAM ASSESSMENT GUIDE FOR ARIZONA VOCATIONAL TECHNICAL EDUCATION
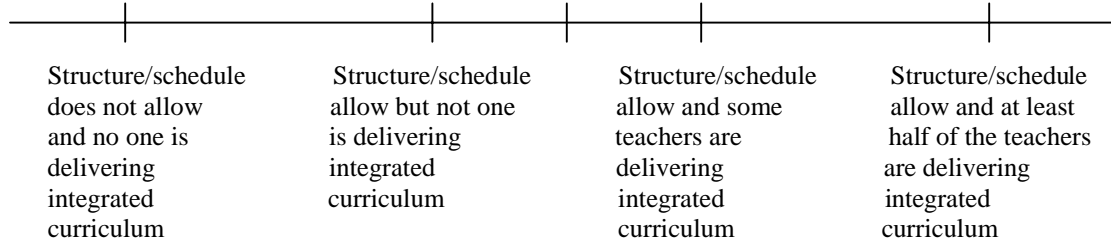
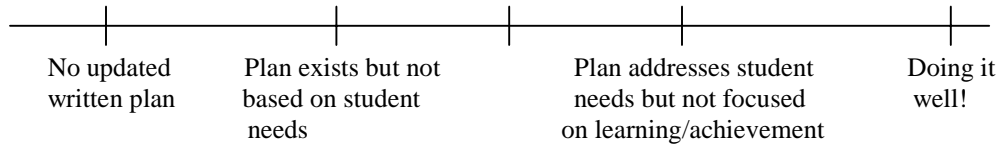| Staff Development	Item 1. Staff development emphasizes student learning, achievement and performance

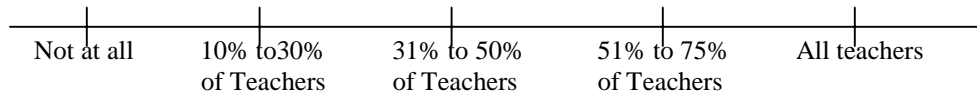| *Guiding Questions*	*Comments*

1. To what extent does the organizational structure and schedule enable academic and vocational teachers to engage in joint instructional planning and teaching.

| Structure/schedule does not allow and no one is delivering integrated curriculum | Structure/schedule allow but not one is delivering integrated curriculum | Structure/schedule allow and some teachers are delivering integrated curriculum | Structure/schedule allow and at least half of the teachers are delivering integrated curriculum |

2. To what extent does the program have a written staff development plan, adjusted annually based on data, that is clearly and directly related to improving student learning/achievement?

| No updated written plan | Plan exists but not based on student needs | Plan addresses student needs but not focused on learning/achievement | Doing it well! |

3. To what extent does staff participate in other work/service (i.e., internships, industry employment), which enhance their capacity to make their discipline relevant to students to increase student learning?

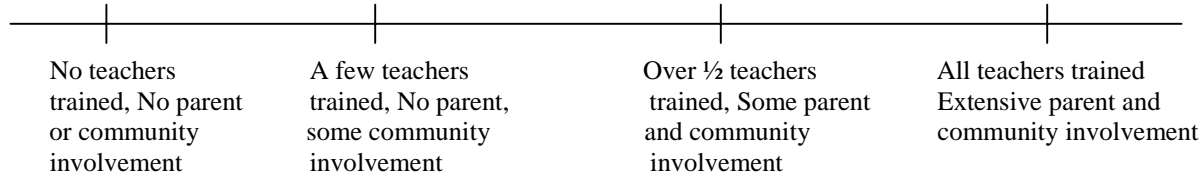| Not at all | 10% to30% of Teachers | 31% to 50% of Teachers | 51% to 75% of Teachers | All teachers |

Staff Development

| Staff Development	Item 1. Staff development emphasizes student learning, achievement and performance (continued)

Guiding Questions	*Comments*

4. To what extent are teachers prepared and trained to involve parents and the community in education that connects the school and the world that students will enter after graduation?

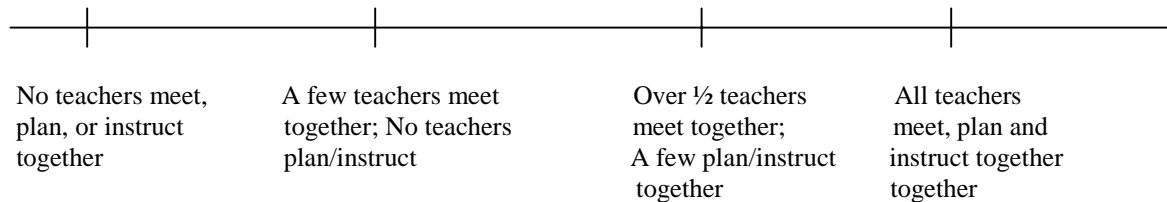| No teachers trained, No parent or community involvement	A few teachers trained, No parent, some community involvement	Over ½ teachers trained, Some parent and community involvement	All teachers trained Extensive parent and community involvement

5. To what extent are teachers trained using a variety of assessments linked to standards, including use of rubrics to measure performance and using performance data to improve programs?

No teachers trained; Not using performance data	A few teachers trained; Not using performance data	Over ½ teachers trained, Some using performance data	All teachers trained and using performance data
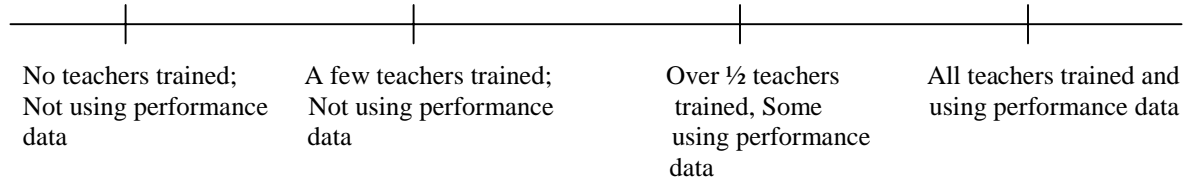
Optional:

6. To what extent are academic and VTE teachers familiar with the content and goals of courses taught by each other and meet together as teams to plan and revise their curriculum and instruction?

No teachers meet, plan, or instruct together	A few teachers meet together; No teachers plan/instruct	Over ½ teachers meet together; A few plan/instruct together	All teachers meet, plan and instruct together together

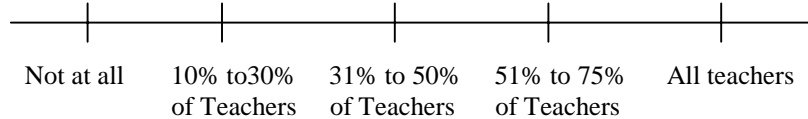| **Rigorous VTE and Academic Studies**	Item 1. Program instruction addresses relevant academic skills in relationship to state standards

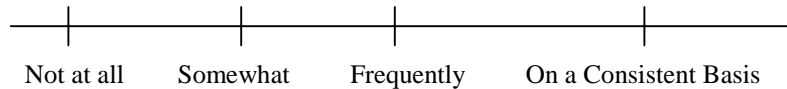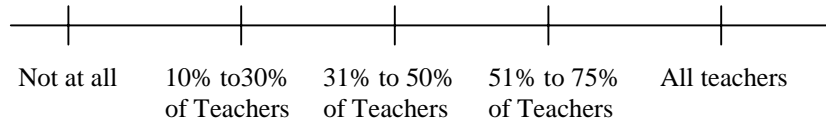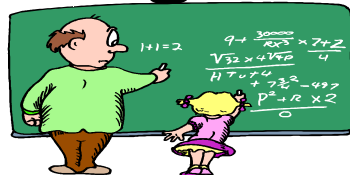| *Guiding Questions*	*Comments*
1. To what extent are vocational teachers emphasizing academic instruction by revising existing courses or developing new courses? Not at all 10% to 30% of Teachers 31% to 50% of Teachers 51% to 75% of Teachers All teachers 2. To what extent are vocational teachers supported with special materials and staff development assistance needed to increase their emphasis on academic skills? Not at all Somewhat Frequently On a Consistent Basis 3. To what extent do vocational teachers who teach the same courses use the same written expectations (syllabus) that define what students must learn and do to be successful? Not at all 10% to 30% of Teachers 31% to 50% of Teachers 51% to 75% of Teachers All teachers 4. To what extent do students in VTE courses complete assignments that require them to demonstrate relevant academic skills and to solve problems through projects? Not at all 10% to 30% of students 31% to 50% of students 51% to 75% of students All students	
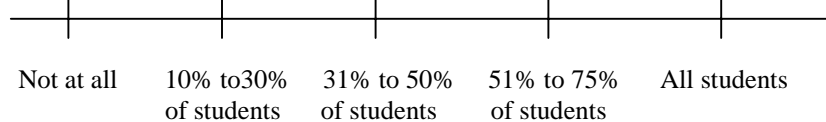
Rigorous VTE and Academic Studies	Item 2. Program instruction addresses the relevant industry standards in relation to VTE state competencies

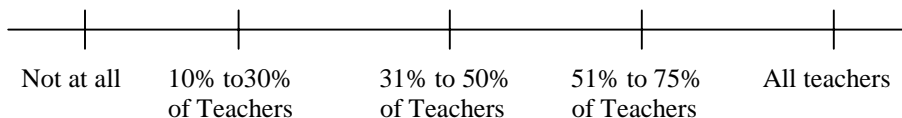*Guiding Questions*   *Comments*
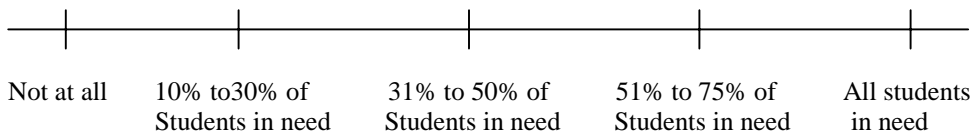
1. To what extent does the program articulate secondary and postsecondary technical and academic subjects (e.g. Tech Prep, dual enrollment, etc.)?

   Not at all   Some what   To a high degree   Completely aligned
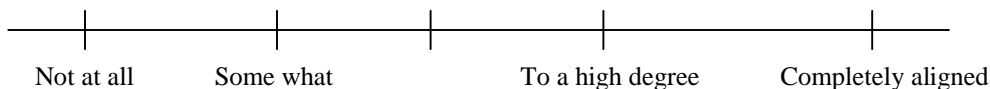
2. To what extent do teachers use a variety of "real-life" applications to meet students' varying learning styles?

   Not at all   10% to30%   31% to 50%   51% to 75%   All teachers
                  of Teachers   of Teachers   of Teachers

3. To what extent do students who need extra help succeed in completing challenging curricula (e.g., tutoring, student study groups, support courses, etc.)?

   Not at all   10% to30% of   31% to 50% of   51% to 75% of   All students
                  Students in need Students in need   Students in need   in need
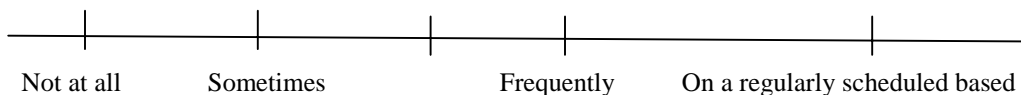
Rigorous VTE and Academic Studies	Item 3. Program activities focus on student learning and achievement practices and continually review and improve

Guiding Questions   *Comments*

1. To what extent do staff members meet to review student outcomes to formulate and implement improvement strategies?

    Not at all   Sometimes   Frequently   On a regularly scheduled based

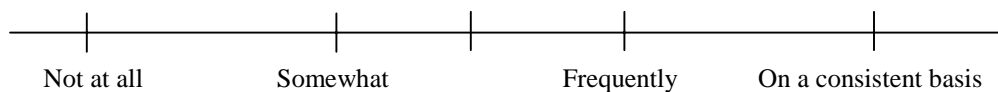| **Rigorous VTE and Academic Studies**	Item 4. Set values and expectations that promote student success

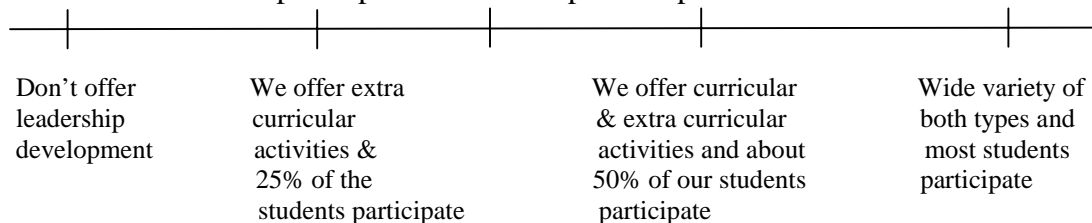*Guiding Questions*   *Comments*

1. To what extent are academic and vocational teachers, administrators and counselors working to develop rigorous, coherent programs for all students?

    Not at all   Sometimes   Frequently   On a regularly scheduled based
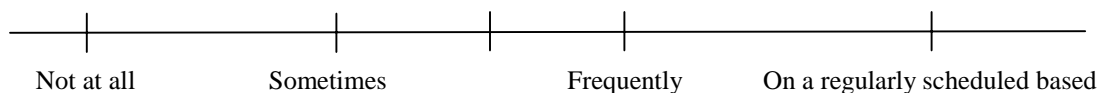
2. To what extent are students held accountable for meeting industry performance expectations?

    Not at all   Somewhat   Frequently   On a consistent basis

3. To what extent do students participate in leadership development activities?

    Don't offer leadership development   We offer extra curricular activities & 25% of the students participate   We offer curricular & extra curricular activities and about 50% of our students participate   Wide variety of both types and most students participate
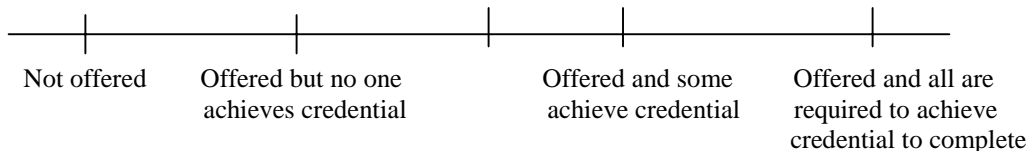
Contextual and Experiential Learning	Item 1. Students will have access to an articulated program that results in an industry recognized credential and employment in a career pathway.

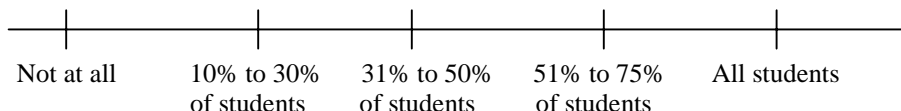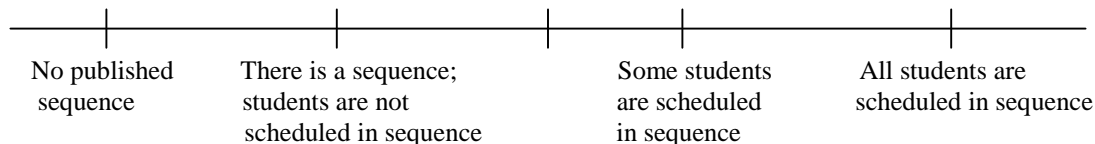*Guiding Questions*   *Comments*

1. To what extent does the program offer and do students achieve an industry-recognized credential?

    Not offered   Offered but no one   Offered and some   Offered and all are
                  achieves credential   achieve credential   required to achieve
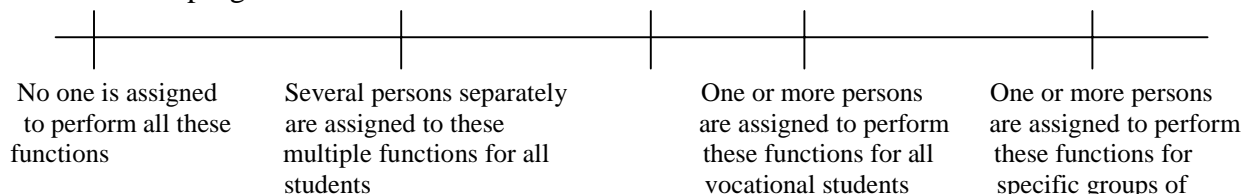   credential to complete

2. To what extent do students experience all aspects of the industry or industry sector, including: related planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues and environmental issues.

    Not at all   10% to 30%   31% to 50%   51% to 75%   All students
              of students   of students   of students

3. To what extent is the sequence for student enrollment in the program being followed?

    No published   There is a sequence;   Some students   All students are
    sequence   students are not   are scheduled   scheduled in sequence
              scheduled in sequence   in sequence

4. To what extent is someone assigned responsibility for student guidance, scheduling and welfare throughout the entire program?

    No one is assigned   Several persons separately   One or more persons   One or more persons
    to perform all these   are assigned to these   are assigned to perform   are assigned to perform
    functions   multiple functions for all   these functions for all   these functions for
                 students   vocational students   specific groups of
                                                 vocational students
                                               throughout their high
                                               school experience

Contextual Learning

| Contextual and Experiential Learning	Item 2. Students learn about postsecondary opportunities through experience

*Guiding Questions*   *Comments*

1. To what extent do students have significant career exploratory experiences such as job shadowing, informational interviewing, tours/field trips in interest areas, etc?

|				
Not at all	10% to 30% of students	31% to 50% of students	51% to 75% of students	All students
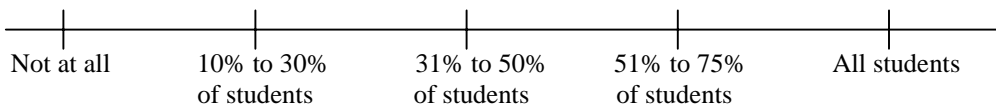
2. To what extent do students participate in a significant work-based learning opportunity (minimum 20 hrs of participation) such as community service, internships, school based enterprise, work experience, Summer Youth Employment Programs, etc?

Not at all	10% to 30% of students	31% to 50% of students	51% to 75% of students	All students
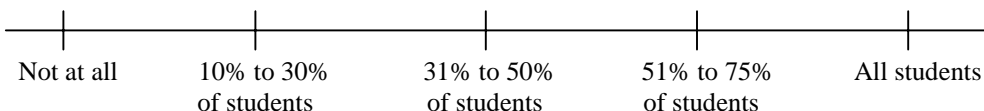
3. To what extent do students have a portfolio or personal plan they create and revise at least annually?

Not at all	10% to 30% of students	31% to 50% of students	51% to 75% of students	All students
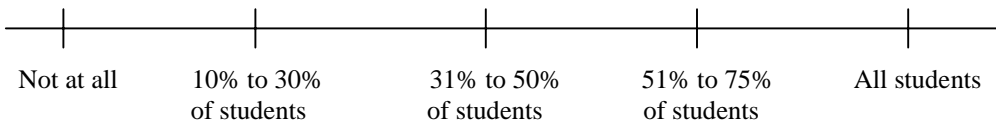
4. To what extent do employers and community members actively participate in providing students with opportunities to apply their academic learning in "real life" situations?
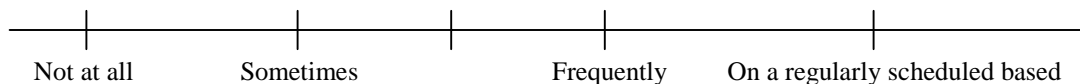
Not at all	Sometimes	Frequently	On a regularly scheduled based

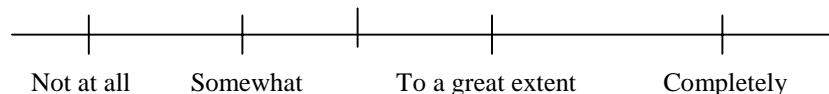| Strategic Planning	Item 1. Planning:
	• Puts plans into action • Focuses on alignment in key learning strategies and measurements

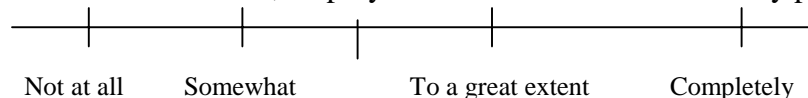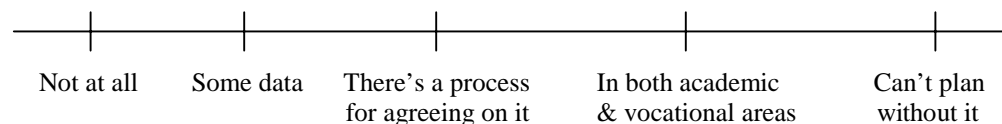*Guiding Questions*   *Comments*

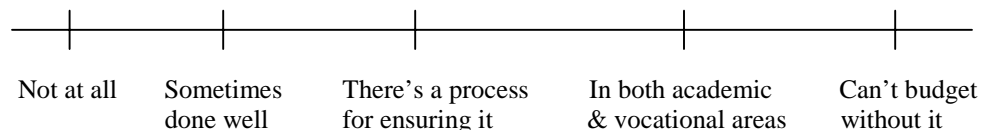1. To what extent have program stakeholders been identified?

Not at all   Somewhat   To a great extent   Completely

2. To what extent do educators, employers and workers collaboratively plan programs?

Not at all   Somewhat   To a great extent   Completely
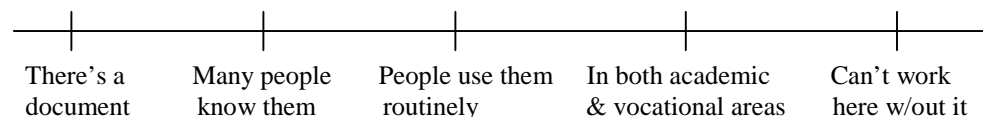
3. To what extent have the new skills, technologies and/or competencies been identified to develop and respond to evolving program stakeholder needs?

Not at all   Some data   There's a process   In both academic   Can't plan
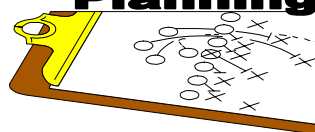   for agreeing on it   & vocational areas   without it

4. To what extent does the budgeting process allocate resources to key strategies for accomplishing the strategic plan (such as capital expenditures and training)?

Not at all   Sometimes   There's a process   In both academic   Can't budget
              done well   for ensuring it   & vocational areas   without it

5. To what extent do people in the district know our major quality goals?
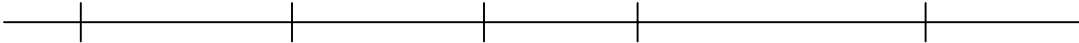
There's a   Many people   People use them   In both academic   Can't work
document   know them   routinely   & vocational areas   here w/out it

Strategic Planning

Strategic Planning	Item 1. Planning: (continued) • Puts plans into action • Focuses on alignment in key learning strategies and achievement

Guiding Questions   *Comments*

6. To what extent do we know what has to be done in the next 1-3 years to accomplish those goals.

There's a document	Many people know	We determine this regularly	In both academic & vocational areas	Can't work here w/out it

7. To what extent is the strategic plan made available and used by the program stakeholders who need it to make decisions.

Plan is on file but no one uses it	Plan is on file and a few people use it	Plan is given to program stakeholders and at least half of them use it	Plan is a resource regularly used in decisions by most program stakeholders